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ABSTRACT

A summary is presented of the Austin Independent School District's demonstration bilingual project, which is funded under Title VII of the Elementary and Secondary Education Act. The purpose of the five-year project is (1) to build up the district's capacity to implement bilingual education through staff development, curriculum development, and parental involvement, and (2) to demonstrate the effectiveness of selected processes in staff development and parental involvement. The instructional component is designed to provide bilingual instructional activities in language arts, reading, and math. The staff development component is responsible for developing preservice and inservice training for bilingual program personnel. In the curriculum development component, special emphasis is placed on the identification and adaptation of culturally relevant instructional materials. The parental involvement component focuses on assisting schools in developing and implementing programs that will lead to improved school-home relations. Program evaluation objectives, decision questions, information needs, dissemination activities, information sources, and data to be collected in the schools are summarized. (SW)

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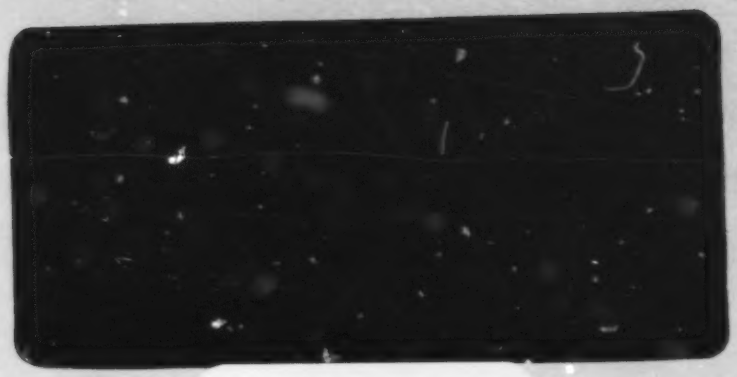

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EVALUATION DESIGN

1978-1979

ESEA Title VII Bilingual Program

Fall, 1978

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PROGRAM STAFF

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EVALUATION DESIGN REVIEW FORM

The following individuals have been provided a copy of relevant portions of this design for review and comment.

Mauro Reyna
Assistant Superintendent for the
Division of Educational Development

Eva Rivera
Title VII Project Coordinator

Carmen Gamboa
Director of Bilingual Education

IIA

PROGRAM SUMMARY

The Austin Independent School District received a grant from the U.S. Office of Education to conduct a demonstration bilingual project using funds from Title VII of the Elementary and Secondary Education Act (ESEA Title VII) in the amount of $568,142 for the 1978 fiscal year. Although 1978-79 is the fifth consecutive year in which funding has been received, it is considered the fourth year of the current five-year project. The purposes of this five-year project are to build up the District's capacity to implement bilingual education through staff development, curriculum development, and parental involvement; and to demonstrate the effectiveness of selected processes in staff development and parental involvement.

The ESEA Title VII Bilingual Project operates on nine campuses and spans grades kindergarten to six. In the 1978-79 school year, 3,223 students will participate in Title VII - planned bilingual instructional activities. Of these students, 2,751 are funded directly by Title VII, with the rest being supported by local funds.

The identified Title VII project students and the locally supported students are not distinguishable within the Title VII project schools since the team teaching of identified and locally supported teachers results in both categories of students being instructed by both categories of teachers.

Two of the project schools, Sanchez and Zavala, are designated as special demonstration sites. Each has a bilingual resource room staffed by a bilingual instructional specialist and a bilingual materials clerk. These rooms provide all project teachers and aides with instructional materials and media in both English and Spanish. Additionally, the resource rooms provide necessary supplies for making bilingual materials.

Travis Heights Sixth Grade Center is the campus on which all project sixth grade activities occur. The program there consists of a resource teacher who has identified approximately 70 students for reinforcement in both Spanish and English language arts and reading.

The Title VII Bilingual Project has four major components which are listed below.

> The Instructional Component is designed to provide bilingual instruction activities in language arts, reading and math to project students. Periodic classroom visits, assistance in ordering materials, and technical assistance for classroom organization are the major foci of this component.
>
> The Staff Development Component, headed by one full-time specialist, is responsible for developing preservice and inservice training for bilingual program personnel, Major activities include one week of pre-school teacher training, one-day internship for new project teachers, and individualized inservice.

The Curriculum Development Component, headed by one full-time specialist, is responsible for developing and adapting bilingual curriculum. Special emphasis is placed on the identification and the adaptation of culturally relevant instructional materials. Another major activity is the development and implementation of experience-based curriculum units.

The Parental Involvement Component, headed by one full-time specialist and nine community representatives, focuses on assisting schools in developing and implementing programs that will lead to improved school-home relations. Local campus activites are planned and conducted by the community representatives.

The Title VII Bilingual Project is administered and supervised by a staff of eight professionals. Six of these individuals--the project coordinator, a learning specialist, an instructional specialist, a staff development specialist, a curriculum specialist and a parental involvement specialist--work out of the Department of Bilingual Education. The other two, the bilingual resource teachers, are assigned to the demonstration schools. In addition to directing the activities of his/her component, each staff member also supervises classrooms and contributes to the planning and implementation of all components. Other major personnel are assigned directly to the project schools.

IIB

EVALUATION SUMMARY

The Title VII Bilingual Project will be, as in years past, evaluated on several levels. Included among these levels are input, process, and outcome. Examples of evaluation foci at each level are given below:

Input: What is level of parental involvement project-wide?
How many, and what types of materials are delivered to project schools?
What is the nature of staff development carried out in 1978-79?

Process: How many parents attend PAG meetings?
How many classroom visitations do supervisors make?

Outcome: What is the English/Spanish reading level of project students?
What are the cumulative effects of bilingual education on student achievement?

The examples given above are general and included for illustrative purposes only. A more detailed presentation of the type questions the Title VII Bilingual Project evaluation design will address may be seen in the "Decision Questions Overview" section.

While previous years' evaluations focused heavily on process elements, the major focus of this year's evaluation effort will be on long-range outcome investigation. Specifically, longitudinal data will be examined to provide answers to the following types of questions:

*What is the achievement of students who have been in a bilingual program for a varying length of time?

*Has the bilingual program....,produced students who are reading better in English than they would be without the program?

*Do students in the....bilingual program maintain or improve their Spanish reading skills?

This shift in focus does not indicate an abandoment of process implementation monitoring in Title VII, in as such monitoring will still continue on a reduced scale. Rather, this new concentration of energies on outcome data is intended to complement the already well-documented process dimension of the Title VII project.

In addition, a parental involvement research design is being implemented again during the 1978-79 school year. This design links parental involvement activities to the experience-based curriculum activities. Parents of approximately 105 students in the early treatment group are being trained in the use of supplemental curriculum materials in the home. Achievement testing results for these students whose parents were furnished with and received training on the use of at-home study materials will be compared to test results for a similar control group of students.

These evaluation efforts, both formative and summative, will be carried out by the evaluator and his evaluation assistant under the supervision of the senior evaluator for compensatory education programs. Evaluation activities for the ESEA Title VII Bilingual Project are planned to coordinate with other district evaluation, testing, and programmatic events to minimize the amount of testing in the schools and to prevent overscheduling of activities at certain times of the year.

In order to ensure that the evaluation is focused mainly on providing useful information to decision makers, a set of decision questions are generated each year. These questions provide the base for the formal evaluation design, and structure evaluation activities over the year.

IIIA

DECISION QUESTIONS ADDRESSED

A. Office of Education - Level Decision Questions

1. Should the Austin Independent School District be refunded for a fifth year of operation by ESEA Title VII?

B. Accountability - Level Decision Questions

2. Should a maintenance bilingual program such as the Title VII program be funded locally if no Federal funds are made available.

C. System-Level Decision Questions

3. Should the current contract procedures used with externally funded personnel be modified?

D. Project-Level Questions

4. What should be the foci for parental involvement project-wide?

5. Should Title VII implement an experience-based curriculum?

6. After reviewing the levels of attainment for the Title VII Bilingual project's 1978-79 objectives, what revisions should be made to increase the possibility of meeting those objectives more fully?

IIIB
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
A. Office of Education - Level				
D1. Should the Austin Independent School District be refunded for a fifth year of operation by ESEA Title VII?	June 1979	Dec. 1978	D1.1. All of the succeeding questions and objectives are relevant.	a) All of the succeeding information sources are relevant
B. Accountability - Level				
D. Should a maintenance bilingual program such as the Title VII program be funded locally if no Federal funds are made available?	July 1, 1	June 1979	D2-1. What is the achievement of students who have been in a bilingual program for a varying length of time?	a) California Achievement Test (reading and math) b) Boehm Test of Basic Concepts
			D2-2. Has the bilingual maintenance K-5 program as implemented in the Austin Independent School District, produced students who are reading better in English than they would be without the program?	a) California Achievement Test (reading)
			D2-3. Do the students in the Austin Independent School District K-5 bilingual program maintain or improve their Spanish reading skills?	a) Prueba de Lectura
			D2-4. What have been the achievement gains over the last four years for the following groups of children? Project: Spanish Dominant Bilingual; English Dominant/ Spanish Speaking; English Monolingual Non-Project: Spanish Dominant Bilingual; English Dominant/ Spanish Speaking; English Monolingual	a) California Achievement Test (reading and math)

IIIB
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
C. System - level				
D3. Should the current contract procedures used with externally funded personnel be modified?			D3-1. What contract procedures are currently used with externally funded personnel?	a) Interview with the Assistant Director of Special Area Personnel
			D3-2. Are the personnel evaluation ratings received by externally funded teachers in Title I, Title VII, Title I Migrant, and SCE schools different than those received by locally funded personnel in comparable positions?	a) Personnel Evaluation File
			D3-3. Do externally funded teachers in Title I, Title VII, Title I Migrant, and SCE schools differ from locally funded teachers on such demographic variables as years of teaching experience, degrees, ethnicity, etc.?	a) District Personnel Files
			D3-4. What is the effect of the current contract policy upon externally funded professional personnel?	a) Externally Funded Professional Personnel Interview/Questionnaire
D. Project - Level				
D4. What should be the foci for parental involvement project-wide?	April 1979	April 1979	D4-1. What are the effects of parental intervention through involvement with EBC units on student achievement?	a) California Achievement Test (reading) b) Boehm Test of Basic Concepts c) Prueba de Lectura
			D4-2. What are the activities of the community representatives in project schools?	a) Community Representatives Activity Monitoring Sheet
			D4-3. Did attendance at Parent Advisory Group meetings improve during 1978-79 when compared with 1977-78 attendance?	a) Parent Advisory Group sign-in sheets

IIIB
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			D4-4. What is the cost of implementing the parental involvement component of the Title VII Bilingual project?	a) 1978-79 Title VII Bilingual Project budget b) Staff Survey
D5. Should Title VII implement an experience-based curriculum?	April 1979	March 1979	D5-1. What is the effect of the experience-based curriculum on the overall reading achievement of students?	a) California Achievement Test (reading) b) Boehm Test of Basic Concepts c) Prueba de Lectura
			D5-2. What is the cost of implementing the 1978-79 experience-based curriculum?	a) 1978-79 Title VII Bilingual Prpk Project budget b) Staff Survey
D6. After reviewing the levels of attainment for the Title VII Bilingual Project's 1978-79 objectives, what revisions should be made to increase the possibility of meeting those objectives more fully?	July 1979	June 1979	D6-1. What were the levels of attainment for each objective?	
			Student Outcome Objectives:	
			1. Students in Kindergarten will demonstrate an increase in Spanish oral language skills	a) Oral Language Dominance Measure (PAL - Spanish Subscale)
			2. Students in kindergarten will demonstrate an increase in English oral language skills	a) Oral Language Dominance Measure (PAL - English Subscale)
			3. Spanish-dominant students in kindergarten will develop reading readiness skills in Spanish	a) Boehm Test of Basic Concepts Spanish Edition, (K)
			4. English-dominant students in kindergarten will develop reading readiness skills in English	a) Boehm Test of Basic Concepts English Edition, (K)
			5. Spanish-dominant students in kindergarten will demonstrate acquisition of math readiness skills through instruction in Spanish	a) Boehm Test of Basic Concepts Spanish Edition - Quantity Subtest

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			6. English-dominant students in kindergarten will demonstrate acquisition of math readiness skills through instruction in English	a) Boehm Test of Basic Concepts English Edition - Quantity Subtest
			7. Students in grades 2-5 receiving math instruction in English will demonstrate gains in math skills in English	a) California Achievement Test (math)
			8. Students in grades 1-5 will develop their oral language skills in English	a) California Achievement Test Vocabulary subscale
			9. Students in grades 1-5 receiving Spanish reading instruction will demonstrate gains in Spanish reading	a) Prueba de Lectura
			10. Students in grades 1-5 receiving English reading instruction will demonstrate gains in English reading	a) California Achievement Test (reading)
			Input Objectives:	
			1.1 Materials identified by the curriculum specialist to complement Experience-based currriuclum units will be furnished to all teachers. Spanish language materials will be furnished to teachers instructing in Spanish. English language materials will be furnished to teachers instructing in English	a) Documentation of materials sent to schools

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			2.1 A member of the project supervisory team will visit each new teacher's classrooms an average of at least once per month and experienced teachers' classrooms on an expressed need basis.	a) Supervisor's Record of Classroom Visitation b) Teacher Survey
			3.1 Demonstration lessons and other types of on-campus inservice activities will be planned and/or conducted by a member of the project staff for each school and documented by a log of these sessions	a) Documentation by staff development specialist

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IVA

INFORMATION NEEDS

1978 Bilingual Communications Summary Workshop Evaluation

I1. How did participants of the summer workshop rate the usefulness of the session presented?

I2. How did participants of the summer workshop rate the session leaders?

Information will be presented for each session and session leader and for a combination of all sessions and session leaders by overall participants and participants broken down by position and funding source.

Bilingual Roster

I3. Which students were in a bilingual program in 1977-78?

Master Student File

I4. How many students have left the bilingual program but are still at the same school?

I5. How many students have moved from one school to another but remain in the bilingual program?

I6. How many students have moved from one school to another but are no longer in the bilingual program?

I7. How many students are leaving the district?

Answers to these questions will be provided by creating a master student file that documents longitudinally student participation in an Austin Independent School District bilingual program.

LESA/Non-LESA Ratio

I8. What is the LESA/Non-LESA ratio in individual bilingual project classrooms, individual project schools and project-wide?

Language Proficiency Listing

I9. On an individual classroom/teacher basis, which project students are Spanish monolingual or Spanish dominant?

IVB

INFORMATION NEEDS OVERVIEW

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INFORMATION NEED	DATE INFORMATION NEEDED	INFORMATION SOURCE
A. 1978 Bilingual Communication Summer Workshop Evaluation		
I1. How did participants of the summer workshop sessions rate the usefulness of the sessions presented?	September 1978	a) Workshop Evaluation Forms
I2. How did participants of the summer workshop sessions rate the session leaders?	September 1978	a) Workshop Evaluation Forms
B. Bilingual Roster		
I3. Which students were in a bilingual program in 1977-78?	September 1978	a) 1977-78 Bilingual Roster File
C. Master Student File		
I4. How many students have left the bilingual program but are still in the same school?	May 1979	a) 1978-79 Master LESA Record File b) Past years Master LESA Record Files
I5. How many students have moved from one school to another but remain in the bilingual program?	May 1979	a) 1978-79 Master LESA Record File b) Past years Master LESA Record Files
I6. How many students have moved from one school to another but are no longer in the bilingual program?	May 1979	a) 1978-79 Master LESA Record File b) Past years Master LESA Record Files
I7. How many students are leaving the district?	May 1979	a) 1978-79 Master LESA Record File b) Past years Master LESA Record Files

IVB

INFORMATION NEEDS OVERVIEW

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INFORMATION NEED	DATE INFORMATION NEEDED	INFORMATION SOURCE
D. LESA/Non-LESA Ratio		
I8. What is the LESA/Non-LESA ratio in individual project classrooms, individual project schools, and project-wide?	January 1979	a) Initial Count of LESA Students in Austin Independent School District b) Language Proficiency Scores (LLC-1 and LLC-2) c) Title VII Teacher Code List
I9. On an individual classroom basis, which project students are Spanish monolingual or Spanish dominant?	November 1978	a) Language Proficiency Scores (LLC-1 and LLC-2) b) Title VII Teacher Code List

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V
DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE OF DISTRIBUTION	PERSONS RECEIVING
Evaluation Findings for 1977-78	Decision Packet	8-15-78	Cabinet, Ass't. Superintendent, Decision Committee.
	Descriptive Brochure	2-28-79	Program Staff, Title VII School Principals, Dept. of Bilingual Ed.
Summer Workshop Evaluation	Summer Workshop Report and Printouts	09-15-78	Program Staff, ESC, Austin Independent School District Staff Development, Workshop leaders, Title I Staff.
Evaluation Design 1978-79	Outline of data to be collected	11-22-78	Dept. of Bilingual Ed., Title VII School Principals, Depts. of Education.
When is a LESA student no longer LESA?	Paper Presentation	04-10-78	AERA members at 1979 convention.
Bilingual Roster	Bound Printouts	09-30-78	Dept. of Bilingual Ed., Project School Principals.
PAL Score Listing, 1975-77	Bound Printouts	09-15-78	All Project schools, all schools by request, Dept. of Bilingual Ed.

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DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE OF DISTRIBUTION	PERSONS RECEIVING
Evaluation Findings 1978-79	Final Technical Report	07-01-79	School Board, Report of Bilingual Ed., Program Staff, TEA
	Final Report Summary	07-01-79	School Board, Report of Bilingual Ed., Program Staff, TEA

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
1. Oral Language Dominance Measure (PAL)	All project students in K in September/October 1978 and a random sample of K project students in March 1979.	D6-1.1, D6-1.2	September /October 1978 and March 1979	Distribution Statistics	
2. California Achievement Test (reading and math)	a. All 1-5 students in Title VII schools (Form A) b. Random sample of project students in grades 2-5 (Form B)	D2-1, D2-2, D2-4, D4-1, D5-1, D5-1.7, D5-1.8, D5-1.10	a. April 1979 B. Feb. 1979	Distribution Statistics, Analysis of Variance, Longitudinal Analysis	
3. Boehm Test of Basic Concepts	All K students in Title VII Schools.	D2-1, D4-1, D5-1, D6-1.3, D6-1.4, D6-1.5, D6-1.6	September 1978 February 1979	Distribution Statistics, Analysis of Variance, Longitudinal Analysis	
4. Prueba de Lectura, Level 2, Form CES	A random sample of 2-5 Title VII students.	D2-3, D4-1, D5-1, D6-1.9	April 1979	Analysis of Variance Distribution Statistics	
5. Community Representative Activity Monitoring Sheet.	Title VII Community Aides.	D4-2	December 1978	Distribution Statistics	
6. Documentation of Staff Developmental Specialist	Title VII staff development Specialist	D6-1.3.1	Throughout school year	Narrative	

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INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATA COLLECTED	ANALYSIS TECHNIQUES	REMARKS
7. Supervisor's Record of Classroom Visits	Title VII Supervisors	D6-1.2.1	Throughout school year	Distribution Statistics	
8. Documentation of Materials sent to schools	Title VII Staff.	D6-1.1.1	Throughout school year	Narrative	
9. Title VII Bilingual Project budget	N/A	D5-2, D4-4	Compiled Spring 1979	Narrative	
10. Parent Advisory Group sign-in sheets	Parents of students in the Title VII Bilingual Project	D4-3	Throughout school year	Distribution Statistics	
11. Interview with the Assistant Director of Special Area Personnel	Assistant Director of Special Area Personnel	D3-1	January 1979	Narrative	
12. Personnel Evaluation Files	Sample of Title I, Title I Migrant, SCE, and locally funded teachers.	D3-2	December 1978	Frequency distribution, ANCOVA between Federal and Locally Funded personnel	
13. District Personnel Files	Sample of Title I, Title I Migrant, SCE and locally funded teachers.	D3-3	December 1978	Frequency distribution, ANCOVA	

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VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNQUES	REMARKS
14. Externally Funded Professional Personnel Interview/Questionnaire	Sample of externally funded Professional Personnel	D3-4	Spring 1979	Distribution Statistics, Narrative	
15. Staff Survey	Sample of Title VII Classroom Teachers	D4-4, D5-2, D6-1.2.1.	Spring 1979	Distribution Statistics, Narrative	
16. Workshop Evaluations	Participants in Summer Bilingual Communication Workshop	Information Needs	September 1978	Distribution Statistics,	

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VII

DATA TO BE COLLECTED IN THE SCHOOLS

A. Students*

February 5-16
1. California Achievement Test, Form B: administered to a sample of students in grades 2-5.

March 3-23
2. Oral Language Dominance Measure (PAL): administered to a sample of K project students.

April 9-20
3. Prueba de Lectura: administered to a sample of students in grades 2-5 in project schools.

B. Teachers

April 1-30
1. Teacher Questionnaire: administered to all Title VII EBC classroom teachers.

April 1-30
2. Teacher Questionnaire: administered to a random sample of Title VII classroom teachers with one or more years of experience and to all new Title VII teachers.

*Additional data collected by the district-wide testing program and other Federal projects evaluation (the Boehm Test of Basic Concepts, the Oral Language Dominance Measure (PAL), and the California Achievement Test) will be used in the evaluation of the Title VII Project.

VIII

EVALUATION TIME RESOURCES ALLOCATION

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATOR	DATA ANALYST	EVALUATION ASSISTANT	SECRETARY
A. Design	.5	5	24	5	6	12
B. Information Sources						
1. Oral Language Dominance Measure (PAL)	-	1	3	10	24	7
2. California Achievement Test (Reading and Math)	-	2	4	10	16	7
3. Boehm Test of Basic Concepts	-	1.5	3	5	18	7
4. Prueba de Lectura	-	1	4	5	22	7
5. Community Representative Activity Monitoring Sheet	-	-	2.5	-	6.5	3
6. Documentation of Staff Developmental Specialist	-	-	2	5	-	4
7. Supervisor's Record of Classroom Visits	-	.5	4	5	14	4
8. Documentation of Materials sent to schools	-	-	2	5	2	4
9. Title VII Bilingual Project Budget	-	1	3	-	1	1
10. Parent Advisory Group sign-in sheet	-	-	1	-	1	1
11. Interview with the assistant Director of Special Area Personnel	-	-	-	-	-	-
12. Personnel Evaluation Files	-	-	-	-	-	-
13. District Personnel Files	-	-	-	-	-	-
14. Externally funded Professional Personnel Interview/Questionnaire.	-	.5	5	1	.5	1

VIII

EVALUATION TIME RESOURCES ALLOCATION

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATOR	DATA ANALYST	EVALUATION ASSISTANT	SECRETARY
15. Staff Survey	-	4	10	2	3	2
16. Workshop Evaluation	-	.5	4	4.5	.5	2
C. Dissemination Not in Design	2	2	8	-	16	5
D. Final Report	2	7	28	57	27.5	38
E. Other Dissemination	1	7	14	2	18	18
F. Administrative and Other Indirect	5	6	8	6	7.5	70
G. Requested Information	1	7	28	50	46.5	25
H. TOTAL	11.5	46	157.5	172.5	230	230